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ABSTRACT

A training manual to promote the implementation of a mediated training program to sensitize faculty and other postsecondary staff to the needs and special concerns of disabled students is presented. The training program was developed through the Sensitivity and Special Populations project at California State University, Chico. The training program consists of five videotape programs on the following topics: characteristics of various disabilities and attitudes of the nonhandicapped, interpersonal communication and special modes for the disabled, accessibility of the campus, technology and devices, and instructional adaptations. Specific contents of the manual include: a scheduling checklist to assist the trainer in completing details for workshops; a schedule of events and times for the program components; overview of each of the five videotape programs, including discusson topics, helpful hints, and learning objectives; a list of steps for evaluating the program; a problem solving chart that presents advice and lists resources to serve the disabled college student; and various appendices. The problem solving chart resources are divided into the following four subgroups, which are coded: the user's skills that can be adapted to meet student needs, class members, departmental resources, and student services. The chart identifies research by postsecondary activities (i.e., exams) and seven disabilities. Appendices include: evaluation results; pre/post attitude scales, knowledge tests, and self assessment of skills questionnaires; and materials that can be used for overhead transparencies. (SEW)

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Sensitivity and Special Populations Project Videotape Programs

TRAINER'S MANUAL

Written by
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Produced by
The Sensitivity and Special Populations Project
at the California State University, Chico
with support of the United States Department of Education - Fund for the Improvement of Postsecondary Education

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I. INTRODUCTION

The Sensitivity and Special Populations (S.S.P.) project at California State University, Chico has developed a mediated training program which includes a series of five video programs with a resource handbook and this trainer's manual.

The purpose of this mediated training program is to sensitize faculty, administrators, clerical staff, support staff and others at the postsecondary education level to the needs and special concerns of students with disabilities. This project has made an effort to include the perspectives of individuals from the entire range of higher education institutions and settings.

This trainer's manual is designed specifically to equip the user with information on how best to utilize the resource materials and successfully implement the mediated training program. This manual will acquaint the trainer with: 1) procedures to identify and recruit participants, 2) material content and program objectives, 3) mediated training program ideas and discussion topics, 4) evaluation procedures and instruments, and 5) problem solving strategies in dealing with specific disabling conditions and specific educational requirements. This manual should be of assistance in delineating a variety of implementation strategies.

HISTORY OF THE PROJECT

The Sensitivity and Special Populations (S.S.P.) project was designed to meet the needs of faculty, administrators and staff working in institutions of higher education who may be unprepared to work appropriately with students with disabilities. The goal of this model training program is to promote greater acceptance and increased educational service capability to the college level student with a disability. The perceived need for this training project was documented by an extensive review of the literature, computer research of educational resources, as well as a local needs assessment. The program is designed to impact two distinct populations: 1) the faculty, administrators and staff at postsecondary institutions, and 2) the students with disabilities. By virtue of the fact that an effective mode of sensitivity training has been employed by the first group (college personnel), it is believed that the second group (students with disabilities) will experience secondary benefits from the project.

The program's effectiveness was established in two steps. First, the project underwent pilot testing at California State University, Chico following the production of the videotapes in their first draft form (November 1981). The pilot test at California State University, Chico was conducted in two different modes. This first mode involved showing all five videotapes during a four-hour session punctuated with short breaks. The second mode involved the division of the showings into two consecutive daily sessions so that on the first day the first two programs were shown, with the remaining three being shown on the following day. In both formats question-answer sessions followed each program. The pilot testing at California State University, Chico showed significant improvement in knowledge, attitudes and skills in the target population compared to a control group.

Secondly, a field test study was conducted statewide. The field test utilized the same pre/post, target/control group design that was used for the pilot testing. The field test participants included a private college (Loyola-Marymount), two University of California campuses (Irvine and San Diego) and another California State University (San Francisco). A community college (Cuesta) was included in the study, but was unable to complete the field test in time for inclusion here. The field test provided substantiating evidence that the programs are effective in changing knowledge, attitudes and skills of participants. The pilot study results on the three test scales are in Table 1 in the appendix (page 30). The summary for the field test results are on Table 2 in the appendix (page 31).

With the excellent evaluation findings for both the pilot study and the field test, this mediated training packet can stand alone or could easily augment other training programs focusing on similar topics. Since program effectiveness has been proven, it is not necessary for the trainer to conduct an evaluation study. Evaluating the target group or replicating the study may be desirable if time permits. Therefore, the evaluation procedures have been included in this manual.

SETTING UP WORKSHOPS

There are several key factors in conducting successful workshops. The first factor is to select dates and times that are amenable to faculty and staff schedules. Weekends are inadvisable because people are reluctant to give any time then. Secondly, the location of the workshop should be handicap accessible, both in terms

of parking, as well as for the actual facility. Third, the video equipment should be tested prior to the training program to ensure format compatibility, and quality sound and viewing. A fourth factor has to do with this program being accessible to the visually-impaired. Presently, there is no brailled version of the resource handbook, nor an audio tape to describe sequences or non-verbal nuances in the video programs that add to the content of the program. To make this program more worthwhile for a visually-impaired viewer thay should have a "film guide," i.e., someone to interpret sequences for them verbally as they listen to the audio portion.

The following scheduling checklist is provided to assist the trainer in making sure that all details for workshop sessions are completed. The evaluation component is optional, therefore follow the instructions in the evaluation section if it is used.

TRAINER'S SCHEDULING CHECKLIST FOR
MEDIATED TRAINING PROJECT

____ 1. Receive video tapes, resource handbook, and trainer's manual.

____ 2. Preview video tapes, read trainer's manual and review the resource handbook.

____ 3. Identify participants; send out reply form with recruitment letter. (It may be useful to involve Department Chairs and school Deans in encouraging faculty participation.)

____ 4. Evaluation: pre-test prior to first showing of video programs.

____ 5. Schedule location for showing and secure appropriate video equipment.

____ 6. Conduct mediated training program; show video tapes and hold discussion sessions.

____ 7. Evaluation: post-test at the end of the final program.

Each step is straightforward in organizing the training session. Once the materials are on hand, take the opportunity to view the tapes, and become familiar with the resource handbook which contains the transcript of each video program. The next step is identifying and recruiting participants. The specific target audience may be predetermined, but if it is not, then a selection process needs to be established. The selection process used can be as simple as an open invitation, or as complex as a randomly selected target/control audience. If the open invitation approach seems more appropriate, then use the sample recruitment letter in the

appendix (page 32) to contact potential participants. Along with the recruitment letter, send a reply form. Two examples of reply forms are in the appendix (pages 33 and 34). Example A specifies the date and time for the workshop. Example B gives a choice of alternative viewing times, and allows the participant to rank the times in accordance with their time preference.

The schedule of events and times on page 6 should be used only as a guide. Determine the program agenda in the context of target audience needs and revise this suggested schedule as necessary. For example, if a one-day session is to be used, then discussion sessions and breaks should be kept to a minimum. Another example for a limited time schedule when the evaluation instruments are being employed is to allow participants to take the post test with them to be returned at a later time. This presents a problem as return rates of post tests can be lower. Further, it can be difficult to contact individuals after the training session if the pre/post testing is being conducted anonymously.

It is important to secure a location well in advance of showing the programs. Campuses typically have rooms that can be reserved for such activities. Make sure the room will be available for the scheduled date of the mediated training program. As an incentive for greater trainee participation, a certificate of completion to publicize their contribution to the project may also be used. An example is included in the appendix (page 35).

Each trainer employing this program will need to be creative and flexible. Versatility will make for the best training approach.

SAMPLE

Schedule Of Events And Times For The
S.S.P. Mediated Training Program

1.	Introductions	5 minutes
2.	View Program 1, "See Me As Me"	25 minutes
3.	Discussion of Program 1	20-30 minutes
4.	BREAK	10 minutes
5.	View Program 2, "Total Communication"	17 minutes
6.	Discussion of Program 2	20-30 minutes
7.	View Program 3, "Instructional Adaptations"	17 minutes
8.	Discussion of Program 3	20-30 minutes
Approximate time for this segment		2 1/2 to 3 hours

BREAK FOR LUNCH OR USE NEXT SCHEDULE FOR A SECOND DAY OF TRAINING

9.	View Program 4, "Campus Access, Parts 1 and 2"	18 minutes
10.	Discussion of Program 4	20 minutes
11.	View Program 5, "Technology, Devices and Change"	9 minutes
12.	Discussion of Program 5	20 minutes
13.	BREAK	10 minutes
14.	*Problem Solving Group	30-60 minutes
15.	BREAK	5 minutes
16.	*Evaluation-Post Questionnaire	
	Part I	15 minutes
	Part II	20 minutes
	Part III	10 minutes
	Background Information (Post only)	5 minutes
Approximate time for this segment		1 1/2 to 3 1/2 hours
TOTAL TIME		4 to 6 1/2 hours

* Optional components

II. USER RESOURCES

The S.S.P. project produced five video tape programs, a promotional tape, a brochure, College Students with Disabilities: A Resource Handbook, and this manual. The titles of the five video programs are as follows:

"See Me As Me" (25 minutes)

"Total Communication" (17 minutes)

"Instructional Adaptations" (17 minutes)

"Campus Access, Part 1: Your Disabled Student Services" (7 minutes)

"Campus Access, Part 2: Adapting Other Student Services" (11 minutes)

"Technology, Devices and Change" (9 minutes)

A transcript of each video program is included in the resource handbook, and learning objectives are included for each of the five programs.

The resource handbook includes a wide array of resources, such as summary of Section 504 of the Rehabilitation Act of 1973. Students Speak on Disabilities, Helpful Hints, a working definition of handicap, a guide to disabilities, a glossary and more. The resources in Part II of the Resource Handbook provide essential information for individuals at postsecondary institutions who work directly or indirectly with students with disabilities.

This section provides an overview of each video tape program and includes discussion topics as well as helpful hints. A brief description of each tape's content will be used to begin each overview section. The learning objectives are presented in a question/answer format (as they are presented in the resource handbook).

Specific questions may arise during the session after viewing the program(s). To handle these questions, a preview of the video programs and a complete review of this section of this manual will familiarize you with the content and learning objectives. The resource handbook will also be a valuable asset; you may want to copy it for your participants, or simply have a sample copy available in a binder.

Another suggestion is to make transparencies to utilize during the discussion session. Several examples of transparencies are included in the appendix (pages 36 to 41). These transparencies present the keypoints of the various programs. These transparencies are described in the discussion segment for each video program.

VIDEO PROGRAM 1

See Me As Me - "The biggest barriers facing people who live with disabilities are the attitudes and fears of others."

Description

The first program introduces eleven people who have a variety of disabilities. Each individual presents a different disability, but all reflect a similar desire to be seen as a person first, then as a person with a special need. The theme of this program is the need to change old attitudes regarding individuals with disabilities.

Learning Objectives for Program 1

1. Discuss the benefits to be gained by removing barriers that prevent persons with disabilities from fully participating in postsecondary educational programs.

   First and foremost are those disabled individuals who will be better able to seek their own paths in life and have a better chance to fulfill their own dreams and aspirations.

   Secondly, the campus community benefits from the contributions of the students with disabilities.

   Third, the campus can serve as a model for surrounding communities in adapting to and meeting the needs of disabled persons generally.

2. Summarize the philosophy behind mainstreaming.

   The primary purpose of the mainstreaming concept and subsequent legislation was to implement the principle of "normalization": the idea that all children should be provided with the most appropriate and least restrictive educational environment. Through mainstreaming the individual with a disability is exposed to "real" world experiences. By being included in a regular classroom with other children of the same age, rather than in special groups in special classes, children with disabilities share the same kinds of experiences as other children. An additional gain is that sharing experiences together would also positively affect non-disabled children's attitudes toward and acceptance of individual differences.

3. Know what is meant by "projected limitations."

"Projected limitations" refers to the idea that when one judges a person with a disability one may inadvertently assume that the individual possesses limitations in capabilities unrelated to the disability. An illustrative example of a commonly projected limitation is the assumption that a person who has a speech difficulty therefore possesses some cognitive defect as well.

4. Identify and define disabling conditions including:

Dyslexia - a learning disability characterized by an inability to read with understanding.

Mobility Impairment - loss of use of hands, arms, legs, i.e., loss of some mobility. For example, amputee or quadriplegic.

Multiple Sclerosis - usually progressive degeneration of the myelin sheath surrounding central nervous system nerves.

Multiple handicap - having more than one distinct handicapping condition.

Other disabling conditions identified in the video program are:

Visual Impairment	Mental Retardation
Auditory/Hearing Impairment	Heart Defect
Speech Impairment	Cerebral Palsy

Definitions can be found in the Guide to Disabilities (pages 68 to 69) of the resource handbook; other disabling conditions are also defined in the Guide, and the glossary (pages 70 to 75) provides more information.

Discussion Topics

This program focuses on the biggest barrier facing people who live with disabilities--ATTITUDES. The discussion session should examine the keypoints:

-types of attitudinal barriers common to higher education
-the philosophy of mainstreaming
-projected limitations
-identification of disabling conditions

Using the transparency for this program, discuss 'handicapism,' that is the predjudice towards people who live with a disability. Follow this with an examination of old images of people with disabilities. The audience should be encouraged to discuss these images, and any questions they have should be answered at this point.

Helpful Hints

Bring in individuals, either students, faculty, administrators or staff, from own institudion to discuss barriers, problems, concerns, etc.

Break into smaller groups to discuss each topic separately, then form large group again and have some share the ideas of their individual groups.

VIDEO PROGRAM 2

Total Communication - "Communication is a vital part of everyone's life, yet many of us have had very little formal education in this area.

Description

This program focuses on communication, and provides processes and strategies that are helpful in communicating with people who live with disabilities. This program contains alternative methods of communication for a variety of disabling conditions. The theme of this program is to enlighten the audience about communication, in all its various forms, and how one can become more attuned to the needs of individuals with disabilities by using what is referred to as "total communication."

Learning Objectives for Program 2

1. Define "fear of initiation" and indicate how it impacts interpersonal communication.

"Fear of initiation" can be defined as a psychological fear to say something because it may sound foolish, be hurtful or embarrass somebody. Interpersonal communication is hindered. The example in the program is quite effective in illustrating this point. A man observing a visually impaired woman using a cane does not warn her about the bicycle in her path.

2. Identify the major dimensions of interpersonal communication and indicate three ways to enhance the effectiveness of a message.

The three major dimensions of interpersonal communication are mode, tuning and timing. The following definitions apply:

Mode - the different ways people give and receive communication. The most common modes are auditory, visual and kinesthetic.

Tuning - gaining the attention of the person with whom you are communicating, and directing your message to them.

Timing - two definitions apply in this case. First, the speed at which the message is delivered. Secondly, the placement of the message in relationship to the environment, e.g., free from distractions.

The following are ways to enhance the effectiveness of a message.

Face your audience or the individual you are addressing.

Do not cover your mouth when speaking.

Speak clearly; do not speak rapidly.

Use simple, non-coded messages such as a gesture or body language.

Be sure the mode is appropriate.

Use the appropriate level of coding.

Use more complex, symbolically coded messages such as sign language or tadoma.

3. Differentiate between and give examples of simple, noncoded messages and complex, symbolically coded messages.

Simple, non-coded messages, or direct messages, are those that all individuals use, and they require very little decoding to be understood. Many direct messages are culturally specific. Examples of direct messages include touch, co-active movement, gestures, body language, imitation and demonstration.

Complex, symbolically coded messages require knowledge of the code being used to interpret the message accurately. Some examples of these codes include American Sign Language, Finger Spelling, tadoma, scanning, braille and Seeing Essential English.

4. Indicate four different techniques for communications with people who have visual or audirory impairments.

Auditory	Visual
American Sign Language	Braille
Seeing Essential English	Co-active movement
Finger Spelling	Variable speed tape recorder
Body Language/Gestures	Tadoma (both visual and auditory)

5. Identify and define the following:

Co-active movement - type of touch communication in which you utilize a simultaneous, do-exactly-together pattern of communication (page 71).

Body language - use the whole body to express a feeling or communicate a message (page 70).

American Sign Language - ASL is the third most commonly used, officially recognized foreign language in the United States. It is based on concepts, not English (page 70).

Seeing Essential English - SEE is also called "English on the Hands." SEE is a sign language that closely follows the English language (pages 73 to 74).

Finger Spelling - a sign language that assigns a finger position to each letter of the alphabet (page 72).

Tadoma - a process of interpreting communication through touch, most commonly used by people who are both hearing and visually impaired (page 74).

Scanning - technique whereby a person who may be verbally limited can communicate by an indicative movement (blinking) or by using a scanning device (word board) (page 73).

A more detailed explanation can be found in the glossary of the resource handbook. The pages indicated above are from the glossary.

Discussion

This program describes various modes of communication. The trainer should encourage the audience to discuss these keypoints:

-fear of initiation

-mode, tuning and timing

-simple, non-coded versus complex, symbolically coded messages, i.e., techniques, definitions, etc.

The transparency for this program--"We Have Ways"--gives examples of ways to communicate as well as symbols to communicate, and presents the factors of communication.

Helpful Hints

Bring examples of symbols or symbolic tools, if available, such as word boards, computer voice synthesizers, Bliss symbols.

Have a professional signer interpret the trainer during the discussion session.

Copy the Braille alphabet and ASL alphabet (page 76) of the resource handbook, and encourage the audience to practice the hand positions of ASL as someone demonstrates.

VIDEO PROGRAM 3

Instructional Adaptations - Students and professors identify and discuss problems associated with the full integration of disabled students into the mainstream of academic life.

Description

This program focuses on some of the major academic concerns of professors and of students with disabilities in the instructional setting. The theme of this program is that successful adaptation requires an aware, receptive and adaptable instructor. Sources of assistance for instructors are included, and possible adaptations are presented.

The Problem Solving Chart in section IV will be very helpful in providing information about making adaptations.

Learning Objectives for Program 3

1. Identify and discuss the major academic concerns both of students with disabilities and of professors who teach them.

   Students want:

   to be treated as equals--don't lower standards.

   to be sure the instructor is aware of the need for the adaptation of testing and lecturing materials.

   Professors:

   may not know how to deal with students with disabilities.

   have a limited time to cover material, and fear students with disabilities will require a lot of individualized attention or detract from class time.

2. Prepare a statement to be given in class or written on a course syllabus which invites students with disabilities to discuss possible course adaptations with the instructor.

   An example for a statement in class, such as that used in the video program, would be "I would appreciate hearing from anyone who has a disability that may require some special accommodations. I am sure we can work out whatever arrangements are necessary. Please see me after class or during my office hours..." The following statement could possibly be used on a course syllabus.

   "Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor to make necessary accommodations."

3. Identify three different sources of assistance for faculty interested in making instructional adaptations.

Resources identified in the program included:

The student with the disability

School or department

College specialists in the office of disabled student services

Student interns, tutors or other students in class

Community agencies

4. Indicate the most important characteristics of instructors who have made successful course adaptations.

The individual characteristics would include awareness, receptivity and adaptability. The program shows a professor having a frank conference with a student who has epileptic seizures. This approach develops trust.

An instructor should:

be creative

be aware of own personal attitude

have a true desire to see positive results

5. Generate a list of possible course adaptations for students who have specific disabilities.

The Problem Solving Chart (pages 22 to 28) can be useful here. It breaks down helpful hints and resources by the type of disability and the type of school-related activity.

General examples for discussion during the training session could be:

Learning Disabled	Visually Impaired	Hearing Impaired
Use pictures	Notetaker	Notetaker
Make comparisons with everyday life	Variable speed tape recorder	Interpreter

Discussion Topics

The basic theme of this program is that adaptation is most easily facilitated by an aware, receptive and adaptable instructor. The type of adaptations depend upon the imagination and commitment of the instructor. The major discussion points should include:

major academic concerns of students with disabilities and professors who teach them.

sources of assistance for faculty wanting to make adaptations.

possible course adaptations for specific disabilities.

Two transparencies accompany this program; the first outlines the creative attributes, and the second lists elements that can be adapted to meet an individual's needs better.

Helpful Hints

Bring in instructors from own institution who have made creative instructional adaptations, and have them discuss them.

Bring in students with disabilities from own institution who can offer helpful suggestions and strategies for instructional adaptations.

have small groups simulate the teacher-student encounter where a disabling condition requires a classroom adaptation.

VIDEO PROGRAM 4A

Campus Access: Part 1, Your Disabled Student Services - "Nearly every campus has an office which provides special serivces to students who live with disabilities."

VIDEO PROGRAM 4B

Campus Access: Part 2, Adapting Other Student Services - "Space and safety as well as seeking and sharing information and resources for change must be considered in making student support services accessible."

Description

The message conveyed in both parts of this program is that the total campus environment can be made accessible. The first part gives an overview of the range of support services available, such as notetakers, tutors and wheelchair repair, as well as student peer advising and consultation to university faculty and staff. The second part discusses guidelines one can use to evaluate campus service areas. In the resource handbook (pages 53 to 57), there is a checklist for the four areas of space, safety, seeking and sharing discussed in the program. These can be used as a supplemental resource for a training program. In addition, an Architectural Checklist is included in the resource handbook (pages 58 to 62); this checklist was reprinted by permission of the President's Committee on Employment of the Handicapped.

Learning Objectives for Programs 4A and 4B

1. List services typically offered by an office for disabled students. Services include, but are not limited to:

   Campus orientation

   Assistance in locating attendants

   Wheelchair rental repair

   Readers

   Notetakers

   Sign language interpreters

   Large print and braille transcripts

   Audio-taped books

   Testing adaptations

   Variable speed tape recorders

   Large print typewriters

   Transportation assistance

2. Identify the four major areas of concern when evaluating the accessibility of a student service.

   The four major areas are:

   Space - adequate access to campus environments

   Safety - think of potential hazards and emergency situations

   Seeking - ask your consumers

   Sharing - inform others about your adaptations

3. List two important considerations when evaluating the physical environment in which a service is located.

   Here are several considerations:

   adequate reserved parking for disabled persons

   accessibility to all buildings and grounds on campus

   elevators rather than stairs

   tactile labels for the visually impaired

   hazards marked or roped off adequately

4. List three strategies that can be employed to increase <u>safe</u> evacuation of all persons from a service environment.

   Inservice training of all employees should include information in the following:

   organized staff search of isolated areas

   carrying techniques for people with mobility impairments

assistance to the visually impaired, "offer an elbow"

make sure the hearing impaired are warned because typical bell or buzzer warning systems are inadequate for their use

emergency doors should be easy to open

5. List four ways information about provided services may be made available to students who have visual and/or auditory impairments.

notify office of disabled student services

newsletter/poster

audio tapes of newsletters

on file at department office

Discussion Topics

These two program segments both describe the need for accessibility. The keypoints to be discussed here are:

-Services offered by an office of disabled student services.

-The four major areas of accessibility to student services: Space, Safety, Seeking and Sharing.

-Strategies for evacuation.

-Information channels for such services.

Helpful Hints

Distribute copies of campus access checklists for space, safety, seeking and sharing from handbook.

Distribute sample pamphlets, flyers, newsletter, etc., from the local office of disabled student services.

Have disabled student services representative or enabler speak to the group or answer questions about their office's services.

Local fire officials could be consulted, or asked to discuss issues on the matter of emergency evacuation procedures.

VIDEO PROGRAM 5

Devices, Technology and Change - Here we explore how technology can enhance human potential.

Description

The theme of this program involves technological advances in assistive devices, and how they can enhance the lives of people with disabilities. Students discuss personal and social issues related to technology. Various assistive devices are introduced.

Learning Objectives for Program 5

1. Discuss how technology can be used to expand human potential.

   Assistive devices expand human potential in overcoming limitations, through the application of mechanical or electronic technologies. Technology can expand the potential of everyone, not just those with physical impairments.

2. Identify and describe four assistive devices used by visual and/or hearing impaired students.

   Assistive devices for visually impaired include:

   Braille machine

   visual Tek, a machine that magnifies print

   variable speed tape recorder

   talking calculators

   Assistive devices for hearing impaired include:

   Telecommunications devices for the deaf (TDD's or TTY's)

3. Identify and discuss four concerns of those who use assistive devices to overcome limitations imposed by disabling conditions.

   Fear that others will turn away because devices seem so different or frightening.

   Do not want others to express pity because of the device.

   Being identified by the device rather than as a person.

   Cost of assistive devices is extremely high--especially for those on fixed incomes.

4. Identify the one disabling condition that cannot be overcome by technology alone.

   Attitudinal barriers are the biggest problem facing individuals with disabilities; however, they cannot be overcome through the application of technology. Attitudes need to change; pity, aversion and treating individuals with disabilities as Eternal Children will not make life more accessible, much less rewarding. Above all, this video program focuses on changing attitudes regarding individuals with disabilities.

Discussion Topics

Technology has provided the means to change the lives of millions of people, but for those with disabilities it has been even more important. Technology provides mobility, communication and opportunities for individuals with disabilities.

The important points to be discussed here are:

How technology expands human potential.

Assistive devices for specific disabilities.

Concerns of those who use assistive devices.

Helpful Hints

Display examples of assistive devices, such as talking calculators, TTY's, word boards, and whatever else is available to you. Have demonstration of the devices after the video tape program is shown.

Explore the participants ideas about the concerns of individuals who use assistive devices.

Create a simple word board, and have the participants simulate communication with it.

III. EVALUATION

The S.S.P. project conducted a pilot test at California State University, Chico. The pilot test provided information concerning reliability and validity of the evaluation instruments. The instruments tested the cognitive and affective domains as well as the behavioral domain (skills assessment). Table 1 in the appendix shows the total pre, post and gain averages and standard deviations for each test as well as the t-value. The evaluation study showed statistically significant differences for each test.

A. Instruments and Field Test

The knowledge test consists of 30 multiple choice items. The attitude test consists of 40 items using the Likert scale of strongly agree, agree, neutral, disagree, and strongly disagree. The self assessment of skills consists of 12 items using the Likert scale again, except the neutral response states uncertain or neutral.

The post-test contains the same three tests as the pre-test; in addition it has a fourth component which gathers background information. The background information was collected to test for differences in participants by their sex, age, occupational group, and so on. Examples of all instruments are in the appendix (pages 42 to 60).

The mediated training package was field tested at other postsecondary institutions statewide. These institutions were: Loyola-Marymount (private target group), the University of California at San Diego (public target group) and the University of California at Irvine (public control group), and San Francisco State (public target group). The field test participants' results are shown in Table 2 (page 31). The target groups did significantly better than the control groups on all three test scales. The difference between the two groups for the cognitive test was 16 percent, for the attitude assessment was 4 percent, and for the skills assessment was 10 percent.

The instruments were also tested for reliability, and showed very good results. The reliability coefficients for each test were as follows:

TEST	COEFFICIENT
Knowledge	.85
Attitude	.89
Skills	.91

B. Conducting the Evaluation

The evaluation for this training program utilized a pre/post, target/control design. For subsequent studies to replicate the S.S.P. field test, it is highly recommended that the same design be used. It is up to the individual trainer, whether or not an evaluation will be conducted.

For in-house studies, it is recommended that at minimum a pre/post, target only design be used. This will give information regarding the impact of the program, and whether gains are acheived in knowledge, attitudes and/or skills of the target group.

Steps to Evaluate the Mediated Training Program

1. Decide on a design.
   a. Pre/post, target/control.
   b. Pre/post, target only.
2. Select your audience; use one of the following approaches
   a. Design an open invitation letter (see example, page 32) clearly states the project's purpose.
   b. Randomly sample from a specific population, i.e., all university employees using a personnel roster and a random numbers table.
3. Pre-test participants.
   a. Send out pre-test and have returned prior to conducting training program. (Instructions for filling out an opscan computer answer sheet are included. If these answer sheets are unavailable, use some other means of coding answers. For example, have the responses marked on the test itself or a separate answer sheet page.)
   b. Pre-test at beginning of first session (not practical because it takes about 45 minutes to complete the tests, see breakdown of testing times on page 5).
   c. Be sure all pre-tests are collected prior to, or at the beginning of the mediated training program.

3. Post-test.

   a. Hand out post-test at end of program and collect before participants leave. Post-test can, but does not have to, include the background information section.

   b. Hand out post-test at end of program and ask participants to complete at their convenience, then return to the trainer. This is risky! The return rate may not exceed 50 percent.

4. Analysis of results.

   Dependent upon the reason(s) for evaluating the program, the choice of analyses can include, but are not limited to, means (average responses), chi square statistics, reliability statistics, correlation or analysis of variance. The S.S.P. project results were analyzed using S.P.S.S. (Statistical Package for the Social Sciences) procedures.

   a. To conduct an item analysis for each test scale, the following SPSS procedures were used. Breakdowns were utilized to obtain average responses for both the target and control groups on the attitude and skills assessments. Crosstabulations were employed to obtain the average percent response for both the target and control group on the attitude and skills assessments.

   b. To analyze group (target versus control) differences on the three test scales, an analysis of variance technique was used to test for significant differences.

   c. If more indepth information on evaluation procedures is required by the trainer, contact the S.S.P. office at California State University, Chico for more information: Lily Roberts, Project Manager, (916) 895-4318.

5. Finishing touches.

   a. Send "Certificate of Completion" (see example in appendix page 35) to the participants and/or to their personnel records.

   b. Send test results to participants.

IV. Problem Solving Chart

The purpose of the Problem Solving Chart (PSC) is to provide assistance to the user by presenting a series of helpful hints and resources in serving the disabled college student. The resources are divided into four sub-groups: Own Skills (100's), Class Members (200's), Departmental Resources (300's) and Student Services (400's). Own skills refers to the user's skills that can be adapted or modified to meet the needs of students with disabilities. Class members refers to the students in the class; departmental and student services are self-explanatory. Each of the resources under these categories is represented on the PSC by a numerical value. The PSC itself is divided alphabetically into postsecondary education activities (each row is one activity, such as exams). Along the columns are seven major disability types.

Thus to use the PSC, the user would identify the specific disability and the postsecondary area where a problem or need for assistance exists, and then look up the numbers in that square on the resource list. For example, look under Exams, and Mental and Emotional; the numbers are 104, 105, 111. Looking up these three, you will find that all fall under RESOURCES: OWN SKILLS because they are all in the 100's. What they tell you to do when you are giving an exam to someone with a mental or emotional disability, is to:

> Allow extra time and have a flexible schedule (104).
>
> Permit take home tests when that seems appropriate (105).
>
> Flexible methods of test taking will allow these students to compete on an equal level with others in the class (111).

It is expected that this chart will be used by faculty, but it could be used by others in the campus community as well. Most of the resources would apply to other levels of education too. This is not an exhaustive list of resources, but it is a good introduction. As the user becomes familiar with the PSC, they may wish to include new resources or modify those included.

PROBLEM SOLVING CHART

POSTSECONDARY EDUCATION ACTIVITIES	HEARING	HIDDEN AND INVISIBLE	LEARNING	MENTAL AND EMOTIONAL	MOBILITY	SPEECH	VISUAL
AUDITORY INTAKE	121,123,135 213 415	123,135,136, 140 213 305 420	140,150 213 305 420	135,136 205,212,213	135,136 202,213	212,214	101,137,138. 157
CLASSROOM PARTICIPATION	140,144,145, 146,169 205,208,214 305,313 415	129,143,149 206,209 403	133,136,149, 159,169 209 403	143,147,148 206,207,208	130,143 206,214	159 204,208,212, 214 427	142,143,161 203,206
EXAMS	101,111 301,313 415,416	111,117,167 201 416,418	101,102,103, 105,106,107 108,111 301 414,416,420	104,105,111	104,111,167 416,427	111,115 204,214 418	104,109,111, 112,113,114 301,302 414,416,417, 424
COMMUNICATION WITH PROFESSOR	129,133,171 313 403,404,405, 415	125,129,133, 171 403,404	102,104,116, 118,128,130 131,171 205,208 306 402,403,404, 418	123,125,126, 127,128,130, 131,171 401,402,403, 404	129,130,131, 171 403,404	130,131,133, 171 204,205,212, 214 403,404	129,130,131, 171 304 403,404

KEY

100 OWN SKILLS
200 CLASS MEMBERS
300 DEPARTMENTAL RESOURCES
400 STUDENT SERVICES

PROBLEM SOLVING CHART

POSTSECONDARY EDUCATION ACTIVITIES	HEARING	HIDDEN AND INVISIBLE	LEARNING	MENTAL AND EMOTIONAL	MOBILITY	SPEECH	VISUAL
FIELD TRIPS	102,110,119, 120,125,135 139,143,144 147,152,163 169 203,206,212 415	125,129,130, 160,166,170 403	102,123,125, 130,138,139 140,142,169 305	102,110,118, 125,129,130, 131,139,154, 160,163,165 212	129,130,131, 160,170 209 403,427	130,159,161 204,209 427	118,122,125, 130,157,169 170 203,211 308 414
INTERNSHIPS/ FIELD PLACEMENT	110,119,120, 131,147,153 163,169 212 305,308,311, 312,313 415	129,130,139, 167,170 308,311	110,130,139 154,158,166 169 209 308,311,312 403	130,166,167 209 308,311,312 427	129,130,158, 166 212 304,308,311, 312	122,125,130, 158,169,170 209 308,311,312 403	203,211 414,424
LANGUAGE LABS/ FOREIGN	313 405,406,415	406,420	169 205,213 309 406,420,421	124 308 406	204,205,212, 214 420	203,211 312 414,420,422	111,114 406,414,417, 420,422,424

KEY

100 OWN SKILLS
200 CLASS MEMBERS
300 DEPARTMENTAL RESOURCES
400 STUDENT SERVICES

PROBLEM SOLVING CHART

POSTSECONDARY EDUCATION ACTIVITIES	HEARING	HIDDEN AND INVISIBLE	LEARNING	MENTAL AND EMOTIONAL	MOBILITY	SPEECH	VISUAL
LIBRARY RESEARCH	135,156 411,412,415	135,156 411,412	135,136 411,412,420	135,156 411,412,425	135,156,157 411,412	135,156,165 203,205 312 411,412	135,156,157, 169 203,211 411,412,414, 424
NOTE TAKING	136 213 306 423	136,140 213 305	136,140 213 305 420	140 305 420	137,140,152 212 310 405,412,413, 417,420,427	212	210,213 409,420,421, 422,425,427
READING	305,307 406,415	153,154 306,307 406,420	125,153,154 213 307 406,409,410, 420	153,154 307 406,420	209,213 310 412,413,417, 420,427	153,168 307 420	130,135 302,303,305, 307,310 404,409,422, 424
SCIENCE LABS	163,169 305,313 415	125 406	166,169 209,213 420,427	125,165,166 447	166 206,213 427	143,145 206 403	121,138,169 203,211 305 408,414,422

KEY

100 OWN SKILLS
200 CLASS MEMBERS
300 DEPARTMENTAL RESOURCES
400 STUDENT SERVICES

PROBLEM SOLVING CHART

POSTSECONDARY EDUCATION ACTIVITIES	HEARING	HIDDEN AND INVISIBLE	LEARNING	MENTAL AND EMOTIONAL	MOBILITY	SPEECH	VISUAL
SEATING	124 310 421	129 403	123,134	123,124,125	123,124,151	124 310	124,151,157 310
TERM PAPER	305 406	140,165 305 420	160,165 305 406,413,420	125,160 305 406	160 413	NO ASSISTANCE NEEDED	160 305 414,417,420, 424
TEXT	141,153	141 420	141,153 407,408,414, 420	141,153 407,420	141,153 407,420	141	141 306,307 409,414,420, 422,424
VISUAL INTAKE	110,119 415	119,120,124	120,121 303	119,123,125, 126,128,152 306 402,414	110,119	NO ASSISTANCE NEEDED	121,122 202,203 302,303 419,424

KEY

100 OWN SKILLS
200 CLASS MEMBERS
300 DEPARTMENTAL RESOURCES
400 STUDENT SERVICES

RESOURCES: OWN SKILLS

101 - Hands on: use examples, models
102 - Written directions/communication
103 - Oral responses
104 - Extra time, flexible schedule
105 - Take home test
106 - Private testing
107 - Alternative, special projects, presentations
108 - Alternative to final test
109 - Multi-choice exams
110 - Visual demonstration aids
111 - Flexible methods of test taking
112 - Use of black print for clarity
113 - Repetition of exam question
114 - Avoid visual demonstration only
115 - Avoid oral exams only
116 - Consider variety of test options
117 - On-going student evaluation
118 - Discuss requirements ahead of time
119 - Provide clear visual field
120 - Utilize demonstrations
121 - Use chalk board/large print
122 - Read aloud
123 - Minimize distractions
124 - Seating for easy access to points in room/outside
125 - Reduce uncertainty of expectations
126 - Focus on the present
127 - Allow student communication outlet
128 - Recommend counseling
129 - Become familiar with disability and limitations
130 - Ask what student needs
131 - Be accessible
132 - Ask student to repeat words
133 - Talk to student in quiet place
134 - Speak slowly, clearly
135 - Face students when speaking
136 - Write key words on board
137 - Lecture in outline form
138 - Minimize use of visual aids
139 - Be clear, explicit
140 - Provide printouts of materials, outlines
141 - Assure early availability of textbooks
142 - Initiate and encourage questions
143 - Facilitate small group interaction
144 - Do not distort speech
145 - Encourage participation
146 - Repeat questions from students to class
147 - Maintain eye contact
148 - Respond to questions with clear answers
149 - Initiate co-active participation
150 - Demonstrate lecture topics
151 - Allow extra seating space
152 - Provide support materials
153 - Early schedule/syllabus of assignments
154 - Suggest timeline/calendar
155 - Encourage familiarity with library, use of
156 - Make library materials accessible
157 - Allow accessories: guide dogs, canes, etc.
158 - Encourage exploration of internships
159 - Encourage writing of questions for later discussion
160 - Provide alternative trips, projects
161 - Encourage questions to see if student is understanding
163 - Provide written directions
165 - Extra time to formulate thoughts
166 - Emphasize knowledge rather than physical performance
167 - Encourage drops, incompletes for medical reasons
168 - Notify student of reading allowed, allow typing of student's reading
169 - Initiate tactile involvement
170 - Check accessibility
171 - Make a statement in first class and on syllabus about your adaptability to needs of students with disabilities

RESOURCES: CLASS MEMBERS

201 - Study groups, group review sessions
202 - Provide peer assistance
203 - Institute buddy system
204 - Ask students to repeat words
205 - Speak slowly, clearly
206 - Provide small group interaction
207 - Maintain eye contact
208 - Respond to questions with clear answers
209 - Initiate co-active participation
210 - Provide student assistance
211 - Provide sighted guide
212 - Encourage writing of questions for later discussion
213 - Request student volunteer notetaker
214 - Allow extra time to answer questions

RESOURCES: DEPARTMENTAL RESOURCES

301 - Hands-on: use examples, models
302 - Use of black print for clarity
303 - Double-spaced typing
304 - Be accessible
305 - Provide printouts of materials/outlines
306 - Provide support materials
307 - Early syllabus of assignments
308 - Inform staff, teacher's assistants of needs
309 - Provide printed scripts for tapes
310 - Ensure access to equipment
311 - Encourage exploration of internships
312 - Provide inservice training regarding students with disabilities
313 - Encourage use of sign language

RESOURCES: STUDENT SERVICES

401 - Allow student communication outlet
402 - Recommend counseling
403 - Become familiar with disabilities/limitations
404 - Make use of campus resources
405 - Use of adaptive services
406 - Use of tutor
407 - Assure early availability of textbooks
408 - Provide talking books
409 - Provide page magnifier
410 - Provide tachistoscope (isolates sentences)
411 - Encourage familiarity with library and use of
412 - Make library materials accessible
413 - Typing assistance
414 - Use of recorded materials
415 - Use of interpreter/signing skills
416 - Flexible methods of test taking
417 - Use of reader, braille, large print
418 - Consider variety of test options
419 - Make lecture available for brailling
420 - Use of tape recorder
421 - Use of visual aids
422 - Use of large print/braille interpreter
423 - Use of phonic ear equipment
424 - Use of visual Tek
425 - Use of reference library staff
426 - Provide sighted guide
427 - Allow buddy to assist

APPENDIX

TABLE 1

S.S.P. Pilot Study: Participants' Results on the Knowledge, Attitude and Skills Assessment

Test	TARGET				COMPARISON				Difference Scores	T-test*
		Pre	Post	Gain		Pre	Post	Gain		
	n[a]	$\bar{x}$[b] (SD)	$\bar{x}$ (SD)	$\bar{x}$ (SD)	n	$\bar{x}$ (SD)	$\bar{x}$ (SD)	$\bar{x}$ (SD)		
Knowledge	21	50 (14)	62 (13)	12 (12)	27	48 (12)	49 (14)	1 (10)	11	3.5*
Attitude	20	68 (7)	73 (8)	5 (7)	27	72 (5)	73 (6)	1 (5)	4	2.1*
Skills	21	60 (9)	74 (9)	14 (10)	27	60 (11)	58 (13)	-2 (10)	16	5.5*

[a] n is the number of respondents.

[b] $\bar{x}$ is the average score and SD is the standard deviation.

*Indicates a significant difference at the .05 level for a one-tailed t-test.

Table 2. PARTICIPANTS' RESULTS ON THE KNOWLEDGE, ATTITUDE AND SKILLS ASSESSMENT BY SITE

Test	TARGET SITES												CONTROL SITES						Analysis of Variance
	CSU, Chico (n=27)			CSU, San Francisco (n=23)			Loyola-Marymount (n=36)			UC San Diego (n=26)			CSU, Chico (n=30)			UC Irvine (n=45)			
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain	
Knowledge	51[a] (12)[b]	63 (11)	12 (11)	56 (12)	64 (32)	8 (28)	45 (12)	68 (13)	23 (11)	51 (12)	70 (14)	19 (12)	47 (11)	49 (14)	2 (10)	49 (16)	49 (18)	0 (8)	Yes;.01[c]
Attitude	62 (8)	67 (9)	5 (8)	74 (7)	80 (8)	6 (7)	68 (9)	70 (10)	2 (7)	72 (7)	76 (8)	4 (5)	66 (8)	66 (30)	0 (6)	71 (9)	71 (9)	0 (5)	Yes;.01
Skills	53 (15)	65 (13)	12 (17)	66 (15)	81 (15)	15 (11)	59 (16)	65 (13)	6 (17)	56 (20)	67 (15)	11 (13)	49 (14)	50 (19)	1 (17)	60 (13)	60 (15)	0 (5)	Yes;.01

a = the average score
b = the standard deviation
c = the significance level

SAMPLE
RECRUITMENT LETTER FOR SSP PROJECT

[LETTERHEAD*]

November 30, 1982

Dear Dr. Hansen:

Recently, the Sensitivity and Special Populations Project at California State University, Chico completed a mediated training program designed to facilitate understanding and an increased awareness of the needs and educational concerns of disabled college students. We believe this program to be a useful and a timely asset in helping all of us better respond to special student needs. Therefore, we have decided to use this package from the Sensitivity and Special Populations Project, and are inviting you to participate in a one day training program where the materials will be made available for the entire campus community. This program will include: showing five videoprograms, discussing the keypoints, and following up with an optional problem solving group session at the end.

The videoprograms are entitled:

Program 1 - "See Me As Me"
Program 2 - "Total Communication"
Program 3 - "Instructional Adaptations"
Program 4 - "Campus Access (Parts 1 & 2)"
Program 5 - "Devices, Technology and Changes"

If you are interested in attending this program, please complete the attached reply form, and return by December 15, 1982. If you would like more information regarding this important program, please contact this office.

We look forward to seeing you at the program on January 17, 1983.

Sincerely,
Rachel Johnson
Rachel Johnson
Coordinator, DSS

* Suggestion: Use backup assistance from Dean, Department Chair, Unit Heads, key Administrators, etc. For example, have the President endorse the program.

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Example A

[Trainer's Letterhead]

REPLY FORM FOR SENSITIVITY AND
SPECIAL POPULATIONS MEDIATED TRAINING PROGRAM

I would like to participate in the Sensitivity and Special Populations Mediated Training Program on Students with Disabilities which will be presented on Tuesday, November 30, 1982, from 1 p.m. to 5 p.m., at the Campus Media Center.*

Signature: _____

Print Name: _____

Department: _____

Mail Code: _____

Phone Extension: _____

Please check one:

[ ] Administrator

[ ] Clerical Staff

[ ] Faculty

[ ] Support Services

Please return to: Trainer's Name or Department Office

Mail Code: Zip 865, by November 16, 1982

*Underlined are examples; substitute day, date, time, and location, or use a different form of your own.

Example B

WORKSHOP REPLY FORM

Complete the lower portion of this form, fold, staple, and mail it to:

SSP Project
Campus Zip 865

You will receive notification confirming your participation and workshop choice. If you have any questions, please call Lily Roberts at 895-4318.

I wish to participate in the Sensitivty and Special Populations workshop on students with disabilities. I understand that I will be evaluating the effectiveness of the workshop materials and that my responses on all evaluation instruments will be kept strictly confidential.

Signature: _____

Print Name: _____

Department: _____

Campus Zip: _____

You may choose to participate in either a single 4-hour workshop or two 2-hour workshops offered on consecutive days. To reserve space please indicate your first through last choice in the space provided to the left of the alternatives listed below (1 = first, 4 = last). Leave blank any workshops you cannot attend.

Single Day Workshop Choices (4 hours) Location: BMU 222

_____	Saturday, November 21	1 - 5 p.m.

or

_____	Monday, November 23	1 - 5 p.m.

Two Day Workshop Choices (2 hours each day) Location: BMU 222

_____	Thursday, November 19 and Friday, November 20	9 - 11 a.m. 9 - 11 a.m.

or

_____	Thursday, November 19 and Friday, November 20	1 - 3 p.m. 1 - 3 p.m.

This is to Certify that

Dr. Robert G. Hansen

has participated in the evaluation of the **Sensitivity and Special Populations Project.**

The purpose of the Project is to assist the higher education community in meeting the special needs of college students with disabilities.

Held at California State University Chico.

November, 1981

Carol Steinwand

Project Co-Director

Bradley B. Hamilton

Project Co-Director

Shelley Marshall Davis

Project Assistant Director

HANDICAPISM

"Prejudice towards people who live with a disability"

OLD IMAGES

object of pity & charity

subject of ridicule

eternal child

diseased organism

holy innocence

helpless

not-able

Attitudes are our **BIGGEST** barrier

COMMUNICATION

"We Have Ways"

WAYS

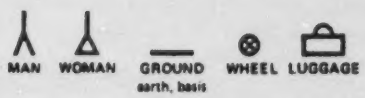
- Touch
- Co-active movement
- Gesture
- Body language
- Tadoma/Scanning
- Reverse Imitation / Direct Mirror Imitation
- Demonstration

FACTORS

MODE
TIMING
TUNING
HONESTY

Symbols

- BLISS symbols



- Braille
- Word boards
- Sign language
- Finger spelling
- Electronic aided devices
- Computer voice synthesizers

Creative Attributes

- Belief in one's own creativity
  "You can do it"
- Freedom from pride
  It's ok to "bomb" as long as you learn from it!
- Freedom from habit
  "Old ways may not work"
- Constructive discontent
  "How can I make it better?"
- Wholeness
  "A well rounded look at and love of life"

Creative Strategy for Change

Change any or all of the following elements to adapt an activity to meet the needs of an individual better

- PRE-ACTIVITY
- PLACE
- SETTING
- DATE
- TIME
- PACE
- DURATION
- SEQUENCE OF EVENTS
- RULES
- EQUIPMENT
- SIZE OF GROUP
- COMPOSITION OF GROUP
- METHOD OF INSTRUCTION
- INSTRUCTIONAL AIDES
- MODE OF COMMUNICATION EXCHANGE
- RECORDING THE EVENT
- EVALUATION METHOD
- VALUING PROCESS
- POST-ACTIVITY

Super Support Systems

SPACE

- Accessibility is the Key
- Parking
- Entry
- Doors
- Bathrooms
- Storage
- Mobility
- Useability - phones, fountains etc.

SAFETY

- Hazard warnings
- Emergency Alarms
- Evacuation plans
- Staff training

SEEKING

- Information
- Techniques/Adaptations
- Experts
- Funds
- Resources

SHARING

- Ideas
- Inventions
- Successful Processes
- Services available
- Successful processes

TECHNOLOGY
the "future is here"

PRE-TEST

EVALUATION MATERIAL

Instruction Sheet

General directions for filling in the computer answer sheet:

A. General Instructions

- Use only a black lead pencil (No. 2 1/2 or softer).
- Fill in the circles corresponding to your responses completely.
- All information and answers will be on side one of the computer answer sheets.
- Your name is not required, leave the name area blank.

B. Instructions for Part I: THE ATTITUDE SURVEY

- There are 40 questions on the attitude survey, and your responses should be marked in numbers 1 to 40 on the top right half of the computer answer sheet.
- The responses are scaled from strongly agree (A) to strongly disagree (E). On the computer answer sheet you will find five circles for each item marked A to E. If you strongly agree with a statement then darken the circle A or if you agree then darken circle B. If you neither agree or disagree then darken circle C. If you disagree then darken circle D or if you strongly disagree then darken circle E.

C. Instructions for Part II: THE KNOWLEDGE TEST

- There are 30 questions on the knowledge test, and your responses should be marked in numbers 41 to 70 on the right half of side one.
- Please select the single best answer to each questions and then darken the appropriate circle on the answer sheet.

D. Instructions of Part III: SELF-ASSESSMENT OF SKILLS

- There are 12 statements on the self-assessment of skills checklist. Your responses should be marked in numbers 71 to 82 on the lower right half of side one.
- The responses are scaled from strongly agree to strongly disagree, respond as you did for the attitude survey, i.e. strongly agree is 1 or A, etc.

PLEASE DO NOT MARK on questionnaire materials and RETURN with computer answer sheet WHEN FINISHED.

PART ONE - ATTITUDE SCALE

INSTRUCTIONS

The purpose of this survey is to assess the general opinions of university personnel about persons with disabilities as college students. Because this survey seeks to measure attitudes, not factual knowledge, there are no right or wrong answers to the stated opinions. You are to mark the space which best summarizes your overall degree of agreement with each statement. Statements in which no specific type disability is identified should be responded to as if the opinion applies to all types of disabilities. The definition of a student with a disability is a person enrolled in a postsecondary education program who has a physical or mental impairment which substantially limits one or more major life activities, or is regarded as having such an impairment.

A = strongly agree
B = agree
C = neutral
D = disagree
E = strongly disagree

ITEMS

1. Services such as readers for the visually impaired should be a part of regular campus services.
2. An effort should be made to design group activities so that students with disabilities could participate.
3. Administrators establishing conditions for participation in academic activities should first consult disabled students.
4. Academic requirements should be altered for students with disabilities.
5. Legislation to protect the rights of people with disabilities is important.
6. Disabled people take more from society than they give back.
7. Only intellectually gifted students with disabilities will complete college.
8. Grading criteria should not be adjusted for students with disabilities.
9. Disabled people are inclined to have emotional problems.
10. Testing procedures which place students with disabilities at a disadvantage should be corrected.
11. Students with disabilities can enrich the campus environment.
12. Sometimes it's easier to avoid serving disabled students because I feel uncomfortable with them.
13. Interpreters for the hearing-impaired would be a distraction in the classroom.
14. It's important to protect students with disabilities against academic failure.
15. It is unfair that students with mobility limitations often have to use rear service entrances and elevators to access certain campus limitations.
16. Teaching students with disabilities could be very rewarding.
17. As people with disabilities pursue education in greater number, employment opportunities for them will grow.
18. Methods to evaluate learning should be jointly decided upon by instructors and disabled students at the start of the term.
19. It is the responsibility of instructors to promote classroom interactions between students with and without disabilities.

20. Special tutoring is a must for students with disabilities.

21. Students with disabilities usually are not well prepared to attend a university.

22. University requirements should be modified so as to ensure equal educational opportunities for disabled students.

23. It is more difficult to serve students with disabilities than those who are not disabled.

24. Campus accessibility for students with limitations and impairments is worth the price.

25. Disabled persons are often handicapped in other aspects of their lives.

26. Instructors should have special resource persons available to help them maximize opportunities for students with special needs.

27. Those with severe physical disibilities are usually also mentally retarded.

28. Students with disabilities using freight elevators should have priority over regular service usage.

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    D. multiple sclerosis.
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    B. is language impaired.
    C. often has difficulty with thinking.
    D. all of the above.

46. A person who uses American Sign Language to communicate probably has a _____ disability.

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    B. language
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B. being incongruent
C. sending negative feedback
D. sending mixed messages
E. being patronizing

52. Which one of the following is not one of the three factors of communication described in the videotape entitled "Communication"?

A. Timing
B. Tuning
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D. Frequency

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B. indicate a willingness on the part of the teacher to be flexible.
C. can be used to single out disabled students at the earliest possible time.
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57. Which one of the following is/are "projected" limitations?

A. Assuming a dyslexic student will have difficulty reading transparencies.
B. Thinking that an Art History course would be of little interest to a visually impaired student.
C. Anticipating that a motor impaired student (hands) may need more time to finish a written exam.
D. All of the above.

58. Which of the following statements regarding instructional adaptations is <u>false</u>?

A. If necessary an instructor must lower standards so that disabled students may pass a course.
B. A good source of information on possible adaptations is the Office of Services to Disabled Students.

C. Often students are denied educational experiences because of projected limitations.
D. It is important to remember that students with disabilities are entitled to the same degree of confidentiality guaranteed all students.

59. Which one of the following services is <u>not</u> typically offered by an Office for Disabled Students?

A. Priority registration
B. Use of adaptive devices
C. Equipment repair and device service
D. Faculty consultation
E. Instructional accommodations

60. Three important strategies for improving safety during an emergency include having a tested evacuation plan, doing an all building search and _____.

A. having an adapted emergency warning system.
B. having all disabled students check in at a main office.
C. keeping a close watch at all times on all mobility impaired students.
D. limiting access to areas that could be hazardous to disabled students.

61. When assessing a service area for possible upgrading of its accessibility, it is important to consider space, safety, and

A. how information about services is disseminated.
B. privacy.
C. adequacy of services offered.
D. the hours the area is open to students.

62. Greater and wider use of resource services for students can be achieved by

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C. requiring all faculty to be knowledgeable of campus services for students.
D. having a special workshop between faculty and disabled students.

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A. create aisle seating.
B. create front row seating.
C. allow people with disabilities to all sit together.
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65. Of the following, the one greatest concern for those who use assistive devices in educational environments is

A. lack of appropriate and available repair services.
B. gaining access to the devices in the first place.
C. the reactions of others to the device.
D. the purchase price of the device.

66. There are _____available technological devices to help those with disabilities.

A. too few
B. few
C. many
D. too many

67. Eventually advances in technology will enable persons with disabilities to overcome all barriers to postsecondary education.

A. True
B. False

68. Assistive devices such as the talking computer terminals and the reading machine is/are commonly available on most campuses.

A. True
B. False

69. A device used to enlarge and clarify printed materials for visually impaired students is called the

A. photic enlarger.
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PART THREE

SELF ASSESSMENT OF SKILLS

Instructions: Read the statements below and respond by filling in on the computer answer sheet the one response which best represents your opinions using following scale:

A = Strongly Agree
B = Agree
C = Uncertain or Neutral
D = Disagree
E = Strongly Disagree

I feel confident that I:

71. Can effectively communicate with students who have severe speech impairments.

72. Can design a project that would not present insurmountable barriers for disabled students.

73. Can effectively communicate with students who are hearing impaired.

74. Know when to offer assistance to disabled individuals.

75. Know how to offer assistance to disabled individuals.

76. Can help able-bodied students accept and interact positively with disabled students.

77. Understand the intent of the 504 federal legislation.

78. Understand the political concerns of disabled people.

79. Can help disabled students move toward self reliance and independence.

80. Have the ability to brainstorm possible and realistic solutions to problems confronting disabled students.

81. Will not feel awkward when I first meet a disabled person.

82. Can effectively work with a disabled person at the college level.

POST-TEST

EVALUATION MATERIAL

GENERAL INSTRUCTIONS

General directions for filling in the computer answer sheet:

A. General Instructions

- Use only a black lead pencil (No. 2 1/2 or softer).
- Fill in the circles corresponding to your responses completely.
- All information and answers will be on side one of the computer answer sheets.
- Your name is not required, leave the name area blank.

B. Instructions for Part One: THE ATTITUDE SURVEY

- There are 40 questions on the attitude survey, and your responses should be marked in numbers 1 to 40 on the top right half of the computer answer sheet.
- The responses are scaled from strongly agree (A) to strongly disagree (E). On the computer answer sheet you will find five circles for each item marked A - E. If you strongly agree with a statement then darken the circle A or if you agree then darken circle B. If you neither agree nor disagree darken circle C. If you disagree then darken circle D or if you strongly disagree then darken circle E.

C. Instructions for Part Two: THE KNOWLEDGE TEST

- There are 30 questions on the knowledge test, and your responses should be marked in numbers 41 to 70 on the right half of side one.
- Please select the single best answer to each question and then darken the appropriate circle on the answer sheet.

D. Instructions for Part Three: SELF-ASSESSMENT OF SKILLS

- There are 12 statements on the self-assessment of skills checklist. Your responses should be marked in numbers 71 to 82 on the lower right half of side one.
- The responses are scaled from strongly agree to strongly disagree, respond as you did for the attitude survey, i.e. strongly agree is 1 or A, etc.

E. Instructions for Part Four: BACKGROUND INFORMATION

- For the background information on sex, simply fill in the circle under sex (M/F) in the middle upper section of the computer answer sheet. For age, use the birthdate box for year and write in your current age (not year of birth) and fill in the corresponding circles.
- For the other questions on the background information sheet mark your responses in numbers 83 - 94. The correct space is in parentheses next to the question number, e.g. B. (83) Occupational Group.
- For the statements on your contact with disabled persons, use A for a yes response and B for a no response. Other responses can be answered as indicated A through E.

PLEASE DO NOT MARK on questionnaire materials and RETURN with computer answer sheet WHEN FINISHED.

PART ONE - ATTITUDE SCALE

INSTRUCTIONS

The purpose of this survey is to assess the general opinions of university personnel about persons with disabilities as college students. Because this survey seeks to measure attitudes, not factual knowledge, there are no right or wrong answers to the stated opinions. You are to mark the space which best summarizes your overall degree of agreement with each statement. Statements in which no specific type disability is identified should be responded to as if the opinion applies to all types of disabilities. The definition of a student with a disability is a person enrolled in a postsecondary education program who has a physical or mental impairment which substantially limits one or more major life activities, or is regarded as having such an impairment.

A = strongly agree
B = agree
C = neutral
D = disagree
E = strongly disagree

ITEMS

1. Services such as readers for the visually impaired should be a part of regular campus services.
2. An effort should be made to design group activities so that students with disabilities could participate.
3. Administrators establishing conditions for participation in academic activities should first consult disabled students.
4. Academic requirements should be altered for students with disabilities.
5. Legislation to protect the rights of people with disabilities is important.
6. Disabled people take more from society than they give back.
7. Only intellectually gifted students with disabilities will complete college.
8. Grading criteria should not be adjusted for students with disabilities.
9. Disabled people are inclined to have emotional problems.
10. Testing procedures which place students with disabilities at a disadvantage should be corrected.
11. Students with disabilities can enrich the campus environment.
12. Sometimes it's easier to avoid serving disabled students because I feel uncomfortable with them.
13. Interpreters for the hearing-impaired would be a distraction in the classroom.
14. It's important to protect students with disabilities against academic failure.
15. It is unfair that students with mobility limitations often have to use rear service entrances and elevators to access certain campus limitations.
16. Teaching students with disabilities could be very rewarding.
17. As people with disabilities pursue education in greater number, employment opportunities for them will grow.
18. Methods to evaluate learning should be jointly decided upon by instructors and disabled students at the start of the term.
19. It is the responsibility of instructors to promote classroom interactions between students with and without disabilities.

20. Special tutoring is a must for students with disabilities.

21. Students with disabilities usually are not well prepared to attend a university.

22. University requirements should be modified so as to ensure equal educational opportunities for disabled students.

23. It is more difficult to serve students with disabilities than those who are not disabled.

24. Campus accessibility for students with limitations and impairments is worth the price.

25. Disabled persons are often handicapped in other aspects of their lives.

26. Instructors should have special resource persons available to help them maximize opportunities for students with special needs.

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81. Will not feel awkward when I first meet a disabled person.

82. Can effectively work with a disabled person at the college level.

PART FOUR

BACKGROUND INFORMATION

Please refer to Part Four on the general instruction sheet for where to mark your answers to the following questions on age and sex. Choose single best response.

Age:
A) under 30
B) 31 - 40
C) 41 - 50
D) 51 - 60
E) over 60

Sex:
A) Male
B) Female

83. Occupational Group:
A) Faculty
B) Professional Staff (physician, program director, librarian, counselor, test officer)
C) Administrator
D) Clerical/Library Assistant
E) Support Services (Maintenance, technical services)

84. Years Employed: (on current job)
A) 1 - 3 years
B) 4 - 7 years
C) 8 - 11 years
D) over 11 years

85. What is the estimated cumulative number of disabled students you have come into contact with while conducting your job duties over the last 5 years?
A) 1 to 5
B) 6 to 15
C) 16 - 30
D) over 30

86. I consider my level of professional/work related interaction with persons with disabilities to be
A) extensive
B) moderate
C) limited

On your computer answer sheet fill in the circle under (A) for yes or the circle under (B) for no when responding to the following statements:

	Yes	No
87. I have a disability.	(A)	(B)
88. A member of my household has a disability.	(A)	(B)
89. I have resided at some time in the past with an individual who has a disability.	(A)	(B)
90. A close friend has a disability.	(A)	(B)
91. I have a friend who has a disability.	(A)	(B)
92. I have had interaction with persons who have disabilities.	(A)	(B)
93. I have completed at least one academic course where content emphasized the needs of individuals with disabilites.	(A)	(B)
94. I have limited exposure to persons with disabilities.	(A)	(B)
95. I have attended all training sessions and viewed all five video programs.	(A)	(B)